

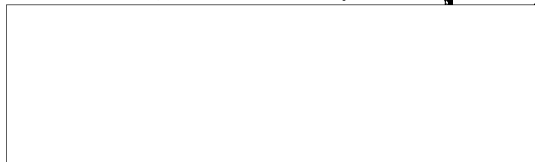
ROUTING AND TRANSMITTAL SLIP		Date
TO: (Name, office symbol, room number, building, Agency/Post)		Initials Date
1. EO/DOA		9 MAY 1983
2. ADOA		9 MAY 1983
3. DOA		10 MAY 1983
4.		
5.		

Action	File	Note and Return
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As Requested	For Correction	Prepare Reply
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Comment	Investigate	Signature
Coordination	Justify	

REMARKS

Cy to ADOA attached detached

Scheduled for 24 May 1983  
at 1500 hrs. w/ John



STAT

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28 APR 1983

MEMORANDUM FOR: Deputy Director for Administration

18-2

FROM:

Director of Training and Education

25X1

SUBJECT: Survey of Executive Training Needs

1. The Office of Training and Education's Professional Development Staff is attempting to identify the Agency's executive development requirements so that we can redesign our curriculum.

2. We would like to interview you to discuss your views on executive training and to find out how you assess your own career development. To this end members of the OTE staff will be calling you soon to request a one-half hour interview some time in the next few weeks. A report of a recent conference on Executive Development and a brief questionnaire are attached for your review. The interview will focus on these. Individual responses will be held confidential. Generalized conclusions from the survey, however, may be incorporated in a monograph for publication by the Center for the Study of Intelligence.

3. Thank you for your cooperation.

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## Attachments:

- 1 - Executive Development Questionnaire
- 2 - CSI Conference Report

25X1

Downgrade to Unclassified  
Upon Removal of Attachments

CONFIDENTIAL

**Page Denied**

## QUESTIONS FOR XD INTERVIEWS

### I. YOUR DEVELOPMENT TRACK

#### A. Developmental assignments

1. Rotation within your original career service sub-group;
2. Rotation within your Career Service;
3. Rotation within the Agency outside your Career Service;
4. Rotation to another agency outside CIA.

#### B. Internal Training

1. Midcareer Course
2. Program on Creative Management/OCL
3. Levinson Seminar
4. Senior Seminar
5. Perspectives for New Supergrades
6. Advanced Intelligence Seminar
7. Fundamentals of Supervision and Fundamentals of Management (currently Management Development Course I or II)
8. Advanced Management Seminar
9. Information Science for Managers
10. Other (OMS, COS Seminar, etc.)

#### C. External Training

1. Federal Executive Institute
2. Harvard/MIT/Stanford/Univ of Pittsburgh/Georgetown
3. War College
4. Other non-Federal

#### D. Self-Study

1. Specific Readings
2. Etc.

E. Would you identify three key events, assignments, persons, etc., which led to a major change in your perspectives?

F. Which experiences were most helpful in preparing you for your present responsibilities? Why?  
Which were least helpful? Why?

### II. EXECUTIVE COMPETENCIES

A. Which competencies, skills or knowledge areas listed below are most important to your present position?

Which are least important?

:

B. Looking back to when you assumed your present position, what skills or knowledge did you find lacking in your own development, e.g., what do you wish someone had told you about?

Which of these can be included in an executive training program?

**\*\*On a scale of 1 (low) to 5 (high), how would you rate the relative importance of the competencies listed below?\*\***

**C. External Orientation** (Competencies relating to interaction between your organization and the broader arena within which it operates.)

1. Able to view directorate and Agency policies and programs within the context of broad national priorities.
2. Understand U.S. foreign and national security policy interests in situations affecting your work.
3. Understand relationships among--and workings of--the Congress, the White House, and other components of the national security and foreign policy community.
4. Understand purposes of the Agency as a component of the government and as an institution in a democratic society.
5. Understand the relationship of the Agency to the media.
6. Understand relationships between career executives and political appointees.
7. Understand general economic conditions and issues.
8. Familiar with relevant technological developments.
9. Understand social and political forces affecting Agency mission.
10. Understand purposes of the Agency as a component of the government and as an institution in a democratic society.
11. Recognize the special responsibilities of the public trust, and legal constraints on your component's activities.

**D. Managing Agency Activities and Resources** (Competencies related to the structures, activities and procedures through which work is accomplished in the Agency.)

12. Know organization and responsibilities of the Agency and its major components, and their role in the intelligence process.
13. Able to develop long-range program goals.
14. Able to develop and implement action plans for accomplishing program goals.

15. Able to organize resources and structures to accomplish program goals.

16. Able to establish priorities among alternatives.

17. Able to set objectives and evaluate their accomplishment.

18. Able to delegate effectively.

19. Able to set individual performance standards and appraise performance realistically.

20. Able to interact with non-career managers, executives, and staff personnel.

21. Able to utilize the basic management support systems in personnel, procurement, and information handling.

22. Able to participate effectively in budget and resource allocation decision processes.

23. Understand the forces of change, and able to plan for adapting your organization to a changing environment.

24. Understand decision theory, and able to use quantitative methods in problem-solving.

E. INTERPERSONAL (Competencies relating to working with and through people.)

25. Able to speak and write clearly and concisely.

26. Able to coach and counsel subordinates.

27. Able to give and receive feedback constructively.

28. Able to manage group processes, deal with diverse views and ambiguity, resolve conflicts.

29. Able to recognize and overcome blocks to communication.

30. Able to use appropriate leadership techniques.

31. Able to create an organizational climate which results in a motivated work forces.

32. Understand when and how to tap various sources of power to build support for your component's goals.

33. Able to negotiate on a wide variety of issues.

F. Personal (Competencies related to personal effectiveness.)

34. Possess self-insight and awareness; able to make an accurate self-assessment.

35. Able to think and act as an executive; have an executive presence; self-confident in an executive role.

36. Have a strategic focus, i.e. a "systems" approach, an awareness of the "big picture"; able to conceptualize relationships; have intellectual curiosity and a "diagnostic" outlook.

37. Have an interest in development of the organization, self, and subordinates.

38. Able to evaluate and take reasonable risks to accomplish your component's objectives.

39. Possess personal objectivity and integrity.

### III. XD CONFERENCE REPORT FEEDBACK

A. What are your general views on executive development? Do you believe it should be more systematized or left to the discretion of the Career Services?

B. What are your comments on the report in general?

Are there areas that should have been explored further?

Were any significant areas ignored?

C. Do you believe that improvements to the current system/program would be helpful or feasible?

At what cost?

D. Does the SODP provide a reasonable framework for an effective program?

E. Do you regard XD as a line management responsibility?

Do you see it as one of your priority tasks?

F. Do you believe there should be a systematic review of executive positions in the Agency to identify specific competencies?

G. Would an Executive Development Board as recommended in the report be useful?

Should it direct a review of the SODP?

Should it function as a selection board for SIS-3/4 positions?

- H. Do you think an Agency-wide Development Complement for executives would be helpful?
- I. How do you suggest we handle the elitist aspect of a system which designates the heirs apparent for senior executive positions?
- J. Should the Advance Work Plan and the PAR be integrated into an executive development system to help establish developmental goals and evaluate potential executive competence?
- K. Should Individual Development Plans for senior officers be required?  
Encouraged?  
Systematically prepared and followed-up on?
- L. Do we need more flexibility in rotational assignments?  
More deliberate utilization?  
Are short interim assignments a feasible solution to executive broadening?
- M. Should training be more effectively integrated into the developmental process? How?  
Can CM/CD staffs be better coordinated with OT&E?
- N. To what extent should training be more flexible?  
Do longer than four-week courses pose significant problems to your component?  
Would you prefer a broader selection of shorter courses?  
Would a modular approach offer you any advantages in making your best people available?  
Would part-time courses (evenings, afternoon seminars or workshops, week-ends) be helpful in meeting your needs?  
Would self-study materials be helpful to you?
- O. How much value do you place in the desirability of Agency-wide courses (with a mix of students from various components) as opposed to directorate-specific courses?
- P. How valuable is attendance at one of the prestigious external programs, such as the war colleges, State's Executive Seminar or Harvard?  
Should an Agency program include attendance at these?  
Should we attempt to replicate parts of their curriculum?
- Q. Are there other initiatives worth taking in the training of Agency executives?



## EXECUTIVE DEVELOPMENT IN THE CIA

The Center for the Study of Intelligence sponsored a conference on Executive Development in the CIA, 16-17 March, and 8 April 1983. Twenty-four participants drawn from each of the directorates and the Office of the DCI evaluated present approaches and explored some alternatives.

### **I. MAJOR FINDINGS**

- There is a high probability that over the next six years many of our senior executives will retire/resign and that increasing numbers of CIA officers will have to be prepared to assume these positions.
- Specific competencies or skills needed by CIA executives can be identified. Many of these apply universally, others are of greater relative importance depending on the assignment.
- Executive development in the CIA has been uneven and at times random. Many of our current leaders have benefitted from broad experience. Those standing in the wings may not have the same opportunities to develop. Moreover, the best officers do not always "pop up" to the top.
- There is great diversity among Agency components in the implementation of the Senior Officer Development Program (SODP). In some components, it is regarded as a paper exercise; follow through on prescribed developmental actions is particularly weak.
- By and large, on-the-job experience in a variety of assignments is one of the most valuable paths to executive development, but the opportunities and time available for moving among such assignments will be reduced in coming years.
- Some of the principal recommendations for improvement included: The implementation of flexible programs which meet both organizational and individual needs, a more deliberate implementation of the SODP, the identification of specific competencies required in individual executive positions, the establishment of an Executive Development Board, and the exploration by OTE of more flexible approaches to meeting executive training requirements.

The major impetus for this conference was the on-going effort by the Professional Development Staff of the Office of Training and Education to define Agency senior officer training requirements. Those requirements, the participants agreed, must be integrated into an Agency Executive Development Program which, in turn, should be built on a framework of goals and objectives set forth to met Agency needs. The object of this conference, therefore, was to develop a framework for a senior training program. A list of the participants is attached.

### **II. THE SENIOR OFFICER DEVELOPMENT PLAN & THE SENIOR INTELLIGENCE SERVICE**

As a first step in determining the Agency's requirement for executive training, the conference addressed the current system for senior officer development. Questions posed were: What is the nature of the Senior Officer Development Program (SODP)?

**What processes are involved? Which officers are affected by it, and at what rate do new officers enter the Program? Has it been effective?**

**An overview of the SODP and the Senior Intelligence Service (SIS), based on information obtained from the Office of Personnel, was presented to the conference. Key aspects were:**

- A. The purpose is to ensure that qualified officers are available for all senior positions, and to help individual employees realize their full potential;**
- B. All SIS officers and positions, plus those GS-15s identified as candidates for the SIS, are included in the SODP;**
- C. Career Services annually prepare succession lists identifying candidates—usually three—for each of their SIS positions, but these frequently are not updated when a position is filled or a candidate is assigned elsewhere;**
- D. Senior Officer Development rosters specifying those actions—internal and external training, and developmental assignments—required to prepare candidates, individually or in groups, for more senior positions, are also prepared annually;**
- E. SODP is intended to serve as a management and planning tool;**
- F. While ultimate selection of replacements for SIS positions is a separate process, experience has shown that 85 to 90 percent of those appointed have appeared on a succession list;**
- G. The DCI and DDCI reserve the right to designate successors at SIS-4 and above, while heads of career services are responsible for implementing the Program below that level;**
- H. The Director of Personnel is responsible for monitoring the Program and assisting heads of career services in implementing it; and**
- I. The Director of Training and Education "implements the training required."**

**It was also noted that the career services prepare lists of candidates available for developmental assignments outside their sub-group or career service, but that an earlier requirement for each service also to submit a list of positions open to personnel from outside that service has been discontinued. Early in the program, the Office of Personnel attempted to broker rotational assignments between career services. Such efforts have since been abandoned, and rotations at SIS level are now negotiated directly between career services.**

**Our discussion of the SIS focused on the size of the Agency's senior officer population and on the anticipated turnover as a measure of the need for executive development. Data were presented that showed the number of SIS members by grade within each career service, along with similar data for GS-14s and 15s. Also shown was the average age of SIS officers by grade in each career service, and the number of officers at each grade level, from GS-14 through SIS-6, who will become eligible for retirement within the next two, four, and six years.**

These data indicated that 60 percent of the [ ] current SIS officers will become eligible for Civil Service retirement, i.e., will reach age 55, by 1989. These include: three-fourths of the [ ] officers at SIS-4, 5, and 6; almost two-thirds of the [ ] at SIS-3 and half of the [ ] at SIS-1 and 2. The data also showed that more than half of the Agency's [ ] GS-15s and 40 percent of its [ ] GS-14s would similarly become eligible for retirement by 1989. It was observed that these figures were minimal, since they did not reflect the added numbers who would be eligible for retirement under CIARDS. Thus, substantially more DO and DA SIS officers than the 75 percent who will reach age 55 by 1989 will actually be eligible for retirement when CIARDS is taken into account. (CIARDS data were not available to this Conference.)

Conferees observed that these data reflect the likelihood of a considerably increased need for senior officer development in the years immediately ahead. Where about [ ] officers have been entering SIS ranks annually in recent years, that number will almost double by 1989 if most of the [ ] SIS officers who will have become eligible for retirement exercise that option. It was agreed that the likelihood that they will do so would be great if the kinds of changes to the Civil Service retirement system under consideration are enacted, and/or because of the executive pay cap issue. Informal discussions have identified a large number of Agency employees who are contemplating resignation short of retirement, rather than work until age 65.

This suggests that many—if not most—SIS vacancies will have to be filled by officers who are now two grades or more below their likely 1989 level. Indeed, the potential losses at GS-15 suggest that a number of officers now at GS-14—or possibly even some at GS-13—will be tapped for SIS positions within the next six years. This anticipated rise in the demand for new senior officers would, of course, be exacerbated if the projected future growth of the Agency also results in an increase in the number of SIS positions.

### III. THE CIA EXECUTIVE

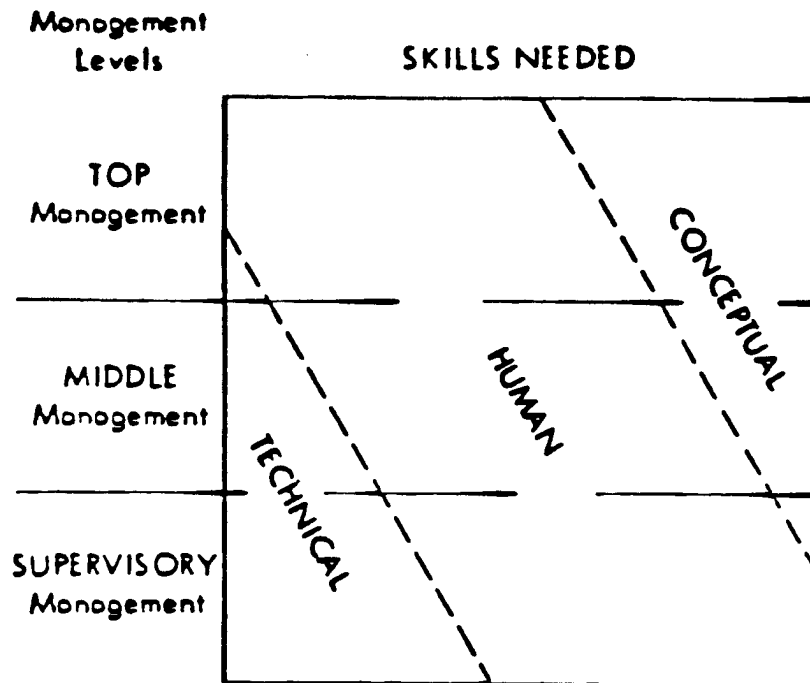
Conferees had some difficulty in defining the Agency executive. While there was an initial inclination to accept all non-specialist SIS officers as "executives," it was finally agreed that this was too broad a criterion, since some positions clearly entail a greater degree of executive responsibility than others. A consensus emerged along the following lines: An executive is a senior officer entrusted with the authority to make decisions autonomously—within general policy guidelines—concerning the utilization of significant quantities of resources for accomplishing Agency objectives, often entailing some degree of risk; he or she is a manager of managers.

There was general agreement that positions such as office director, DO area division chief, or perhaps S&T group chief met this definition, as well as chiefs of larger DO stations and directors of some large staff components. Below those levels, the authority, autonomy, and scope of action of managers was perceived as being much more circumscribed. Thus the conferees tended to view most SIS-4 positions, and a number of SIS-3s, as being the corporate slots for which an executive development program should prepare candidates. It was observed further that while executives have unique competencies, these are in many respects an extension of those required of managers at lower levels, and that executive development should thus be viewed as an extension of an overall management development process.

As a manager advances from lower to higher levels in any organization, his/her focus needs to shift from technical skills to conceptual skills. Agency supervisors at lower levels still need considerable technical competence because they are required to

supervise, train, and develop substantive or functional experts. Common at all management levels is the need to master human skills, i.e. the ability to lead and motivate people to work together toward a common goal. At higher levels, however, executives increasingly require conceptual skills, including the ability to understand the complexities of the overall organization and to integrate one's own operation into Agency, Community, and national objectives and programs. The purpose of executive development is thus to facilitate this "vital shift" in the outlook and behavior of potential executives through an appropriate mix of job experience, training and education.

**RELATIVE IMPORTANCE OF DIFFERING MANAGEMENT SKILLS AT VARIOUS ORGANIZATIONAL LEVELS**



Derived from Robert L. Katz, "Skills of an Effective Administrator,"  
Harvard Business Review, September-October 1974.

The conferees identified the following traits as being characteristic of the more effective Agency executives with whom they have worked:

- A. A high standard of professionalism, personal integrity, and institutional loyalty that evokes trust from superiors, peers and subordinates;
- B. Breadth of perspective in terms of understanding how the activities of one's component relate to other components, to Agency goals and objectives, and to the external environment (e.g., national policy goals, the needs and interests of the intelligence community, the foreign policy and national security communities, congressional prerogatives, and the public interest);
- C. Sound judgment as reflected in setting goals and priorities, in making decisions on technical or substantive matters, and on organizational issues, and in managing human resources, knowing when and how to delegate, and sensing which

risks are worth taking and when a reasonable compromise will best advance both component and Agency goals and interests;

D. Political and organizational savvy, i.e. an understanding of how and when to employ formal and informal power bases in support of one's goals and objectives;

E. Effective leadership, i.e. creating a supportive climate in which subordinates function collaboratively as a team in which each member's contribution reflects a high level of excellence and commitment;

F. An attitude reflecting concern for developing the human resources under one's control to their fullest potential as a means of maximizing their effectiveness and efficiency in contributing to component and Agency goals;

G. Self assurance as reflected in oral and written communications skills and in one's decisiveness;

H. Insight and incisiveness in anticipating and defining important problems and issues, in recognizing reasonable solutions to conflicts among subordinates and peers, and in knowing what questions to ask and how to evaluate the answers received; and

I. Energy, persistence, and stamina.

#### IV. EXECUTIVE SKILLS, KNOWLEDGE, AND COMPETENCIES

The conferees then discussed how these characteristics or traits could be translated into skills, competencies or knowledge that can be fostered or developed in potential executives. We first noted the relevance of the six broad areas of competence for Federal Executives identified by OPM in 1978, i.e. (1) external orientation, (2) strategic focus, (3) establishing influence networks, (4) concern for broad issues, (5) risk-taking, and (6) self-confidence. It was agreed that competencies in these areas were susceptible to development. These were dissected and discussed in detail as the conference progressed. Our guest lecturer, [redacted] in his talk emphasized that an effective executive must have an insatiable curiosity, integrity, versatility, and courage; that persistence, mental toughness, leadership, an imaginative and creative approach to problem-solving, and flexibility were also important. He stressed the need for a government executive to be able to differentiate between thinking politically and acting rationally while important issues are under debate; political considerations as much as the merits of the case often govern executive-level decisions. Dr. Pak also emphasized the critical importance of attitude—of having a diagnostic outlook, of being sensitive to one's operating environment, and of being able to relate with others—both inside and outside the organization—in building trust and respect. His experience convinced him that these skills or outlooks can be learned by potential executives; they were not necessarily instilled at birth. 25X1

Other skills and knowledge associated by the conferees with executive competence included: a systems approach; an appreciation of quantitative techniques; interpersonal skills, including techniques of negotiation and conflict resolution; an ability to plan, organize, schedule, control and direct; self-insight and awareness; an appreciation of leadership skills and motivation techniques; an understanding of the processes of change and of how they can be controlled; an appreciation for the equities and interests of other organizations which compete with those of the executive for a share of resources; an understanding of the budget process in the Agency and of the

impact on that process of external players and influences; an ability to integrate the work of one's component with others inside and outside the Agency. Many of these competencies can be acquired by potential executives through experience, especially if one is exposed to effective coaches or mentors. Some competencies can be gained—or enhanced—through individual reading and self-study of appropriate materials. Most can be acquired or reinforced through formal training activities.

## V. PATHS TO DEVELOPMENT

There was considerable discussion of the perceived path to the top and the role executive development programs play in getting there. The participants shared personal observations based on their professional experience and the style of their career panels. Rather than model the paths taken by the five or six executives at the top of the Agency, our focus was on the 100 or so most senior positions of an executive nature, and on the larger pool from which their successors will be drawn.

The path to the top in the Agency seems less a system than a combination of personal ambition, talent, and luck. Much of the process of succession planning and development is held confidentially—not known by those affected by it. Advancement seems to be determined largely on the basis of individual initiative, abetted to varying degrees by the inputs of career panels, the heads of the career services, and informal networks.

The initial step in career development usually is experience in a variety of assignments within one's own area of specialization. Here the officer has an opportunity to develop organizational perspective, to build networks, and to work his/her way up. This demands a sense of where one is headed, skillful selection of advantageous assignments, acceptance of a certain amount of risk, and frequently help from a mentor. For a junior officer, a position which demands a certain amount of stretch and which affords an opportunity to observe what goes on in the executive realm can be useful. Junior officers need opportunities to be creative and to risk failure early in their careers. Other types of developmental activity with good payoffs are staff assignments, service on a MAG or a promotion panel.

Rotational assignments also play an important role in executive development, because of their broadening value. These are particularly beneficial when the officer is coming from a narrow professional environment. Such developmental assignments can be to a senior staff within the parent directorate or to another CIA component. Assignments to policy positions outside the Agency have been emphasized recently by the DDI. These provide an appreciation of the policy process and perspectives on how others live/work. Other DI officers take overseas assignments where they not only gain area knowledge but a better understanding of embassy and station routines. DO officers benefit from staff or rotational assignments in Headquarters after ten to fifteen years in the field. DS&T finds that rotational assignments into industry and the use of academics in-residence facilitate professional development. Many of the participants suggested that there be more rotational assignments into components such as the IG or IC Staff, and the Office of the Comptroller.

At the senior level, a rewarding assignment can be that of deputy. A deputy chief of station gains a broad view of the relationship between the station and the embassy. Rotational assignments to serve as a deputy in another component are a valuable training ground, plus a good opportunity to gain exposure. Given a director who is willing to coach and teach as well as delegate part of the work to a deputy, there is probably no better developmental assignment. Two notes of caution, however: the director and his

deputy must be able to work well as a team; rotational assignments too often have a representational rather than a developmental objective. Moreover, without effective coaching, such assignments do not attain their full potential.

Training is one ingredient in an executive development profile. Senior Agency managers acknowledge the value of training. Practical application of skills is learned best on the job, but training can do much to familiarize students with concepts and principles, as well as raise individual awareness of useful techniques and methods. In addition, it affords opportunities to share views and experiences with students from other components, and to build networks of contacts that can be helpful later in one's career. Training also can provide a stimulus to self-development. It opens doors and allows the students to peek inside. It also can be used to nurture or refresh present skills, or to reinforce attitudes and behaviors, but it should not stand as the only ingredient in a professional development program.

Development programs need to provide a mix of training opportunities to meet specific organizational and individual needs. They should include a variety of short and long courses, some oriented toward providing specific skills or competencies, and others aimed at broadening the student's horizons. They can include full-time and part-time courses, seminars and sabbaticals for study outside the Agency. They could also include self-study programs for those not able to attend formal courses.

Lessons learned in training courses tend to be rapidly forgotten unless individuals work on building those skills on their own. There also needs to be a mechanism to reinforce the training after completion of the course. Formal courses can also shorten the time frame for learning new skills, and provide a stimulating break from office routine for officers who need to "recharge their batteries." Most importantly, training should be integrated fully into a development process which provides a variety of learning experiences over time to introduce new concepts and reinforce executive competencies.

The Central Intelligence Agency needs leadership of the highest quality to carry out its mission. This means that it must have the best possible system for selecting, training and developing a managerial force that will enable it to meet standards of excellence for intelligence activities to support and protect the nation's foreign interests. Some questioned whether the SODP as currently implemented meets the Agency's needs in this regard.

## VI. EVALUATION OF CURRENT DEVELOPMENT PROGRAM

Although the conferees found the SODP to be conceptually sound and to serve a useful purpose in forcing thinking and planning with respect to succession and senior officer development, there is little consistency within or between directorates in the rigor with which it is implemented. Many components fail to use it as a planning mechanism. Changes are made only on an annual basis, individuals are not consulted as to their desires or perceived developmental needs. In some components, such as the DO, officers frequently cannot be released for developmental assignments or training because of the severe shortage in Headquarters of experienced officers.

It was agreed that the Agency has been generally fortunate in the high quality of executives who have risen from the ranks. We hire good people, but their development into successful executives was perceived as being largely fortuitous rather than resulting from a deliberate process. There was concern whether reliance on fortune alone would suffice in light of the probable increase in future needs.

Many of our executives reach their positions without adequate preparation. Some have had no formal grounding in fundamental management concepts, leadership principles or interpersonal skills. Some have had no work experience outside their career sub-group and hence lack a sound appreciation of the role of other Agency components or governmental institutions. Some have no prior knowledge of the Agency's budget system or of other Agency administration programs. This can be rationalized on grounds that the essentially reactive nature of the Agency's functions requires that the best people be assigned to the most critical problems and therefore cannot be freed for the periods of time required to attend training courses or for developmental assignments. But this explanation overlooks the the length of time required for even outstanding officers to become effective in a new assignment that entails knowledge and skills with which they are not familiar.

Some outstanding examples of executive development programs were cited. DO's Information Management Staff was said to have an effective internal program for developing managers. DA's Office of Communications similarly has a systematic approach to developing its managers, including an internal training program that includes courses, seminars and workshops. The DS&T's Office of Development and Engineering takes succession planning and development more seriously than many other offices; those selected as candidates for SIS positions are advised of that fact and counseled on development matters. But conferees from most Agency components were not routinely told whether they were on any succession list, nor had they been counseled with respect to their development needs or on the opportunities available to them.

The conferees were impressed by some aspects of the Office of Communications program presented by [ ] DD/OC. First, it reflects the personal involvement of the Deputy Office Director in an effort to develop ten mid-grade officers. It demands a lot of work in both formal and informal settings and provides experience working in groups on live problems. Mid-grade officers are selected because they are believed to be more flexible and receptive, plus willing to make the commitment to an eighteen-month, part-time program. It is an elite program, but OC has a multi-track promotion/assignment system.

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The current SODP encompasses many elements of the more successful executive development programs in the Federal service and is consistent in that respect with OPM guidelines. But some features of the SODP are not universally implemented, and other features found in other successful programs are absent from the Agency's SODP:

A. The decentralization of responsibility to the career services inhibits effective coordination of executive development to meet Agency-wide—as opposed to directorate—requirements; it precludes a determination of which needs are common to the Agency, and which are unique to any one directorate; and it complicates the development of efficient means of meeting either of those needs. Conferees recognized the strengths inherent in our system of five separate career services, but also noted the problems they posed in designing an all-Agency system.

B. There was no awareness among conferees of the existence of position profiles for SIS which outline the knowledge and competencies required for the types and levels of SIS jobs in the various career services. Such profiles are part of the Agency's career development system below SIS level, where they are used to facilitate determination of the relative qualifications of candidates for promotion and to track their development.

C. There is no apparent tie between an SIS officer's Advanced Work Plan and Performance Appraisal and his/her development for advancement. Thus there is



presently no systematic means for ensuring that all SIS members are routinely made aware of their relative readiness for more responsible positions.

D. Similarly, there is no provision in our SODP for the maintenance by SIS candidates of Individual Development Plans, which many other Federal agencies find to be a valuable adjunct to an effective development program. Such a plan provides for the tailoring of development activities to the unique needs of each executive, thus ensuring flexibility and the avoiding regimentation in development programs.

## VII. TRAINING

The conferees agreed that although experience is a valuable teacher, formal training can also play a significant role in developing effective executives, by offering valuable insights into the problems inherent in managing complex organizations and polishing certain skills. In the CIA, training can enhance the readiness of potential office directors and area division chiefs to assume such positions. Specifically, it can broaden their understanding of the interaction between Agency components, and between the Agency and its external environment; it can help them make the shift from a task-oriented to a concept- and systems-oriented view of the intelligence process, and reinforce their understanding of leadership methods and problem-solving and decisionmaking techniques. Courses with an executive focus on planning and budgeting, Agency policy, legal issues, and conflict resolution were suggested.

The discussants clearly believe that—with few exceptions—training is not well integrated into the Agency's executive development activities. Many CIA training courses were perceived by some as not being responsive to the needs and interests of the directorates. Most courses were said to be too long, and to be offered too infrequently; the best candidates could not always be made available for the long periods (e.g. five to thirteen weeks) and/or at the specific times scheduled by OTE. Many components have problems placing officers in a good development track because of the length, sequencing, or limited enrollments (quotas) of many OTE courses. Some courses were seen as not being truly relevant to component requirements; a focus on theoretical matters or on general Agency orientation was seen by some as not contributing directly to the operational effectiveness of potential executives in the "real world." Both the Midcareer and Senior Officer Development Courses were faulted on these points.

An outstanding exception, which was favorably regarded by the conferees, was the training and developmental program established within the Office of Communications. This eighteen-month program features a comprehensive series of seminars, exercises and training courses designed to stretch the students' minds, build confidence through self-appraisal, and examine technical problems and component issues from a managerial perspective. Most of the requisite training is conducted within the office by component officials, although external courses are also used. Key elements include top management's commitment and direct involvement, and the tailoring of training to the individual's specific needs.

## VIII. SUGGESTIONS FOR IMPROVEMENT

While some believed our present executive development process works well enough and expressed some skepticism that a better system could be established without undue regimentation, most conferees concluded that improvements were both feasible and essential. Many participants were struck by the likely increase in turnovers based on the Office of Personnel projections of senior officers who will reach retirement age and the

prospects for changes in the retirement system. The concern is whether we have adequately prepared replacements standing in the wings. Should there be, for instance, an attrition of thirty to fifty percent among current SIS-3's, 4's, and 5's, if a random selection were made of SIS-1's and GS-15's from any directorate, how many would be ready to take over as office directors four or six years from now? The conferees had no ready answer to such questions, but they are worth pondering.

The participants generally believed that the present SODP provides a workable framework for an executive development program, but to be truly effective, it needs more deliberate implementation and follow through by line management. It also needs, in some cases, to be reinforced with additional initiatives. Above all, effective executive development depends on the senior line managers wanting it to work; it cannot be imposed by writ from above or relegated to staff elements for execution. Senior managers must decide what standards of excellence they want Agency executive performance to meet and what level of Agency resources—including their own time and energy—should be devoted to the task of developing executives of the quality required to oversee the maintenance of those standards over the long term.

Some participants suggested that whatever is done to improve the system should be institutionalized so that executive development would not be dependent on the personal style of an ever-shifting top leadership. The most critical links in the process are the heads of the Agency career service sub-groups. It was suggested that those actually in the process of being developed as executives be permitted to conceptualize and suggest a revision to our present system; that a task force made up of officers comparable to those participating in this conference could serve such a purpose.

A key factor in making executive development more effective is a systematic review of SIS positions to identify the specific kinds of knowledge and skills they require. Position profiles listing these competencies for similar kinds and levels of jobs are necessary if the process of mapping development needs of candidates for each SIS position is to be more than a paper exercise. These should point the way, not only to developmental assignments for specific competence-related experiences, but also to appropriate training or educational experiences to acquire requisite skills or knowledge. These executive position profiles should be made available to the Director of Training and Education to facilitate in the design of appropriate training programs.

Other suggestions raised at the conference included the following:

A. That an Executive Development Board, comprising the heads of the career services, chaired by the DDCI or EXDIR and including the Director of Personnel and the Director of Training and Education, be established to oversee the executive development process in CIA. Such a board would include those elements with the greatest stake in the executive development process, and would provide a specific mechanism for coordinating their activities—and protecting their respective interests—in an effective Agency system. Such a board could:

1. Direct a formal review of the SODP and determine what steps—including any of those listed below which the Board deems of value—should be taken to improve executive development in CIA.

2. Act collegially to identify candidates to replace executives in selected positions at the SIS-3 and -4 levels, and systematically review progress in the development of these candidates.

B. That a "development complement" of perhaps twenty-five slots be established to which selected SIS officers or candidates would be assigned for a period of at least a year while in the process of undergoing developmental actions designed to prepare them for executive positions. These would preferably be at the SIS entry level, although they could include officers already holding SIS rank who have not previously had adequate opportunity for development. During their service in this complement, officers would engage in a variety of activities aimed at equipping them with the specific knowledge, skills or competencies they need to function as executives. Programs would be individualized. The candidates would not spend the entire period outside their parent component, but the use of development slots would permit attendance at internal or external training and education courses or temporary rotational assignments, appropriate to each officer's needs.

C. That the Advance Work Plan and Performance Appraisal Report processes for SIS officers and candidates be integrated into the executive development process. In this way, short-term (annual) developmental objectives could be set and progress toward attaining them could be evaluated on a formal basis. The PAR should also reflect which competence or skill areas still need attention, and the AWP should focus on further developmental planning.

D. As part of the above, or separately, SIS members and candidates could be required to prepare individual development plans (IDP) as part of the SODP. This would entail a formal procedure in which each person consciously thinks through his/her career goals for the next three to five years, takes stock of the adequacy of his/her knowledge and skills with respect to those goals and sets out specific actions aimed at filling any apparent gaps. This could be done in consultation with one's superiors, with career development officers, or with a mentor or advisor. The IDP would be most valuable as a tool if integrated with the SODP through the AWP/PAR process mentioned above.

E. More effective use should be made of developmental assignments as part of an executive development system. Some of these can be rotational tours of the traditional sort, although these are often difficult to arrange on a basis that is mutually beneficial to the components concerned, as well as to the individual officer's developmental needs. Consideration should be given to shorter exposure through something analogous to the interim assignments of the Career Trainee program. These might include specific short-term tasks or projects, such as assisting at a key point in the budget process—which would serve to familiarize an officer with the functions, interests and equities of another component. Such tours into components with close ties to the parent office or division are particularly beneficial. One-for-one exchanges could be arranged in some instances. We need to work harder to identify specific opportunities that entail true developmental or broadening—as opposed to representational—experiences.

F. There is a fundamental need to integrate training more consistently and comprehensively into senior officer development. This requires a systematic and deliberate dialogue between the OTE and the directorates to ensure that training courses are responsive to real executive development needs. It also requires closer collaboration between component training and career development officers and OT&E to facilitate the enrollment of officers in the courses most relevant to their current development requirements.

G. Training also needs to be more flexible in supporting Agency needs.

Courses need to be "crisper", i.e. shorter in duration; developmental courses need to be rigorously reviewed to omit "nice-to-have" elements and focus on the essentials. Consideration should be given to a "modular" concept, i.e. a number of short courses, workshops or seminars dealing with specific subjects; this would allow directorates to tailor training more precisely to the needs of the individual. Other options worth examining include the use of part-time courses—given either during or after hours—on some topics, and the development of self-study materials for use by officers in the field.

H. In pursuing such options, and particularly in looking at directorate needs, it is essential that the Agency retain some courses that pull together officers from various components to give them opportunities to work together, share experiences, and build networks. At the same time, the Agency should not attempt to replicate courses that are available outside, nor should it abandon opportunities for its officers to associate in learning environments with those from other Agencies or from the private sector.

This conference has attempted to identify some of the principal issues and to serve as a stimulus for discussion and action by those responsible for executive development.

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DD/A Registry  
88-0706/3

## ROUTING AND RECORD SHEET

SUBJECT: (Optional)

FROM:

D/OIC  
1025 CoFC

EXTENSION

NO.

25X1

DATE

25X1

18 March 1983

TO: (Officer designation, rank number, and building)

DATE

RECEIVED

COMMENTS

COMMENTS

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

1. ~~DDA~~  
7024, HQS.

213

A

2. ~~ADDA~~

21 MAR

J

3. ~~DDA~~

21 MAR 1983

D

DD/A REGISTRY  
FILE: 18-2

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FORM 1-79 610

OTE 83-1012

18 March 1983

MEMORANDUM FOR: Deputy Director for Administration

FROM:

STAT

Director of Training and Education

SUBJECT: OTE's On-going Survey of Executive Development

1. Attached for your information is a paper dealing with a survey we have conducted of Executive Development programs. This survey is the first phase of our study of the subject in support of our rebuilding efforts as regards the Senior Officer Development Course.

2. The paper is useful and interesting in terms of our primary purpose--SODC remodeling--but also points out still again that CIA has not kept pace with others in this area. The Agency has had some spectacular individual cases of Executive Development, but if there has been an effective, Agency-wide system at work I am unaware of it.

3. Hopefully, our survey activities such as this paper, the results of the recently-completed conference and other work we do in the coming weeks will provide useful data to top management and will stimulate interest to address this subject. It needs attention.

STAT

## **Survey of Executive Development Programs**

### **Introduction**

This Survey is part of a three-phase effort undertaken by the Professional Development Staff of the Office of Training and Education to define the Agency's training requirements in support of the Senior Officer Development Program. Phase One of the effort consists of this Survey of executive development (XD) elsewhere in government and in academia. It is intended to establish a baseline and to serve as a stimulant for discussions of CIA initiatives. In addition to our review of twenty outside programs, we reviewed the provisions of the Civil Service Reform Act and the guidelines for the development of a Senior Executive Service established by OPM. We travelled extensively, visiting the War Colleges, other agencies conducting executive training programs, and met with academics responsible for the more prestigious of the university programs.

### **Key Findings**

Most of the programs had similar goals and objectives—generally consistent with the OPM guidelines. There were, however, significant differences in executive development approaches.

- a. Centralized versus decentralized control of an executive development program.
- b. Integration of training and developmental assignments into a formal program versus a less structured approach.
- c. Full-time versus part-time program.
- d. Varying course length, deriving from considerations of release from present job for training versus training between professional assignments.
- e. Variations in sizes of training staff and reliance on internal versus external resources.
- f. Focus on the parent agency and its missions versus focus on the functions of the rest of government and other social economic/political factors.
- g. Emphasis placed on the teaching of management techniques versus expanding the executive's horizons.

### **Guiding Philosophies of Executive Development**

We found in our interviews that other Agencies such as State, Defense and NSA have taken steps to insure that their executive development (XD) programs reflect the policies of top agency or department leadership. The OPM guidelines also make this point and suggest the following six competency areas which agencies should consider in developing their own XD programs:

- a. Integration of internal and external program/policy issues which involves seeing that both national issues and agency-wide issues are considered when making program decisions.



- b. Organizational representation and liaison.
- c. Direction and guidance of programs, projects or policy development.
- d. Managing financial and material resources.
- e. Utilization of human resources.
- f. Review of policies and programs for their efficiency and productivity.

Individual agencies may decide which of the six areas they want to emphasize in their XD programs, and how they want their candidates to achieve these competencies.

In addition, the OPM recommends that each candidate have a program tailored to individual strengths, weaknesses and career objectives, matching the needs of the individual to the organization. The candidates prepare an Individual Development Plan (IDP) and get coaching and counseling from a senior agency executive (mentor) while they are in the XD program.

OPM stresses the importance of competencies (a) and (b) above—knowledge of the Agency's external environment including its "clientele." Our survey of others' programs brought out some other XD objectives. The Internal Revenue Service, General Accounting Office, and the National Security Agency strive to broaden the professional experience of their executives. They encourage the development of generalists who have had first-hand experience with all of the major functions of the Agency. Their philosophy is to eliminate the distinctions between headquarters and field personnel, between operation and support people, and between technicians/specialists and generalists/managers, by broadening (developmental assignments) as personnel move up through management ranks to the executive level.

The programs in the survey attempt to distinguish between manager and executive and attempt to bring about that "magical" leap in perspective leading to executive function. An NSA review of their programs provides a useful definition of these terms and a description of the type of training which is appropriate to each:

- a. First-line supervisors are closest to the professional employees and need supervisory skills taught through training.
- b. Middle-level managers are a step removed from skills and production and need knowledge of professional and management processes taught through education.
- c. Executives are expected to be able to conceptualize or understand and need to enhance their ability to think and decide on the basis of organizational goals, morals, values, etc.

Other programs emphasize sabbatical or broad educational goals for the executive. They are interested in new and far-reaching experiences to stretch perspectives. The Foreign Service Institute's Executive Seminar in National and International Affairs might be placed in this category because of the amount of time spent on domestic political, social and economic issues and the extensive domestic travel—ten weeks in the ten-month program for Foreign Service Officers who have spent substantial time overseas. The objective is to ensure that FSO's have a comprehensive understanding of the domestic underpinnings to U.S. foreign policy, more simply, that they not be isolated from the people they serve. The Federal Executive Institute

likewise emphasizes an "educational" experience with emphasis on individual development and networking.

The Harvard program for Senior Executive Fellows is taking an eclectic approach to education for public sector management. It is designed to give public sector managers checklists, or frameworks for problem-solving, and in general to deepen the participants' understanding of their role, and to instill in them pride in public service.

Another goal identified in our interviews is organizational development, i.e. using the executive development program to accomplish organizational objectives and to enhance organizational maturity. The Joint Chiefs of Staff has initiated such a program to improve the efficiency of unified and specified commands through better training of general officers. This is an eleven-week course for recently promoted flag officers which is currently in its initial running at the Xerox facility in Leesburg. Like the NSA program, its purpose is to enable senior executives to work better together.

### Objectives and Course Content

The major focus of the programs surveyed was on policy process and national security. This objective was to broaden the executive's knowledge about national and international influences on their respective organizations. Secondary objectives revolved around individual managers; their growth, specific personal skills, professional development plans, and inward reflection. The survey emphasizes the development of individuals as critical to overall program success. Organizational issues covered include certification for executive service, examination of organizational lifestyles, operating in a complex system, and corporate behavior. More specific objectives within the organization are operations which include efficiency, effectiveness, use of resources, communication skills, and the operational environment.

Regardless of the fine lines separating many of these objectives, a few common threads wind through the majority of them. Discussion of the environment within which a leader or executive operates, manipulation of the day-to-day operations, and building networks are common to most programs. The specific executive competencies or skills the programs are trying to achieve were not well defined. Measurements of success of the programs other than subjective student evaluations and trends in course enrollments did not provide a means of evaluating course content.

The most frequent subject areas covered range across a wide spectrum of objectives. These have been reduced to the following broad areas which are listed in order of frequency of offering:

- a. In the organization; internal/external environments and cultures were the most prevalent. Lower ranked were organizational development and liaison.
- b. The policy process and governmental administrations were the next most frequently covered. Close behind were the international situation, economics, and defense. National security and ethics, although still ranked near the median overall, brought up the rear of this category.
- c. In management; resource allocation, budgeting and planning were the core courses, followed by program evaluation and development.
- d. In the executive arena; leadership and skills were highly ranked, followed by perspectives and the environment.

e. Within human factors; communication skills rated high but were the only at the mid-level of frequency. Others in this category were managing time, conduct, and conflict resolution.

f. Least frequent were courses in the categories of technology, history, and media relations.

The above list of course content is not comprehensive. For the complete category listing, refer to the attachment.

#### Impact of Internal Management Structure/Style

One of the major variants in the programs surveyed was the degree of control over the executive development program. Some agencies have Executive Resources Boards which make early determination of candidates for promotion to SES and maintain close supervision of their developmental and training assignments during a 12-24 month period. Other agencies use a less structured, informal approach in which individuals and/or their components take on responsibility for determining the executive development path.

Mandatory training has the advantage of contributing to a better fit between general executive needs and the pool of available candidates. However, mandatory requirements create difficulties in matching the availability of individual candidates for scheduled training sessions. Moreover, they inhibit the development of individual programs for candidates whose experiences may have better equipped them in some areas than in others. Elective training allows the candidates greater flexibility in matching training to individual needs, interests, and availability. It also permits candidates to obtain general skills in the six OPM competency areas through a variety of external and internal training and assignments. It does not, however, do as well in fitting executive needs identified by vacancy forecasts with candidates for specific positions or of anticipating future organizational requirements.

#### Characteristics of Selected Programs

The survey revealed many interesting aspects of executive development programs in other departments which may be helpful to reflect upon when discussing CIA's own program. The General Accounting Office, with only 12 executive candidates per year, has a centralized system. Their Executive Resources Board (ERB) consists of the Deputy Comptroller, two Assistant Comptrollers and two operational division heads. Decisions concerning candidate selection and approvals of candidates' IDPs are made collegially at this level. The NSA, which also closely follows OPM guidelines in these matters, has a centralized, Agency-wide executive development advisory board headed by the Deputy Director NSA. This top level board must approve all training requests for Senior Cryptological Executive Service members and candidates.

The Naval Material Command (NMC) has what some describe as the best senior executive development program in government. The NMC has 255 SES positions, of which 50 are considered corporate. A Resources Utilization Board, made up of top military and civilian management, oversees assignments to the corporate positions; the other SES positions are the province of the various components. A series of developmental tours starting at the GS 13/14 level is used to prepare officers for the corporate positions. Navy's philosophy is to "let the officer feel how their colleagues' shoes fit."

In the Navy, GAO, and NSA, key training and developmental assignments are arranged and approved at the very highest levels. The people we interviewed at these

agencies claimed such active involvement, combined with support from training and personnel units, contributed to the success of their XD programs. For example, the GAO has a developmental assignment for SES candidates which involves "shadowing" (observing the comings and goings at close hand) the Comptroller General for six months—obviously an assignment which has top level support.

The IRS program is of particular interest because its developmental requirements resemble those of the Agency. IRS officers tended to work only in the field or in a headquarters element, and within functionally compartmented components. This inhibited development of managers having a broad perspective of the total IRS effort. To reduce parochial frictions and facilitate collaborative—as opposed to competitive—attitudes at top levels, IRS put together a program designed to develop executives with service-wide experience and outlook. Many of OPM's current SES guidelines are based on longstanding IRS development concepts and practices. IRS staffers move into a separate management career service and experience training and developmental assignments within a systematic framework as they progress upward through management ranks. The program entails a mix of mandatory and optional/elective training and developmental experiences, tailored to individuals within the context of specific organizational needs. By the time they reach the executive level, IRS officers have the appropriate professional/technical and managerial competencies, as well as specific training in the "critical tasks" for a particular executive position. The IRS used specialists in organizational development to assist in developing their program.

The IRS, GAO and NSA all use IDPs and the mentor system to assist their candidates find out "which way is up" in the hierarchy and ultimately to place them in positions which will benefit themselves and the agency. IRS makes considerable use of mandatory training, whereas the NSA has recently switched from an executive candidate program having a core of five mandatory training experiences to an elective system. The National Defense University is conducting what the faculty hopes will be a mandatory, eleven-week program (Institute for Higher Defense Studies) for to flag officer selectees but has had difficulty getting participants released from their jobs.

### Length of Training

This issue was reflected in the design of nearly all the programs surveyed. Most respondents reported that they have been under pressure to reduce the length of their training programs so that key officers do not spend too much time away from their desks. After an IG review of the FSI program, which focused on whether a three-, six- or ten-month course was best, State selected the longer period because it would force its components to send officers who were between tours rather than temporarily away from their desks. The same philosophy governs assignments to the War Colleges. GAO has an eighteen-month program in which candidates are assigned to the training unit—both for requisite courses and to arrange their experience tours.

Other programs have been shortened to meet consumer complaints about length away from desk. FEI now offers a three-week as well as the seven-week seminar, although the faculty worries about the quality of the shorter program. The new generals' course at NDU is being conducted with an abbreviated curriculum and the Defense Intelligence College has had trouble getting students other than those who are between assignments.

A compromise solution worked out by the academic institutions and some of the government agencies is to offer a part-time program. George Washington University meets three times per week, including evenings and Saturdays. American University

offers a two-year degree program which has no trouble enrolling students. NSA offers a series of shorter courses (one week or less) and its IDP's are scheduled around those courses which fit into organizational needs.

### Staffing and Budgeting

OPM recommends careful budgeting and internal staffing of XD programs. The training components of these programs, however, tend to be costly. All programs attempt to give the participant a good return for his or her high-priced time. This normally means:

- a. Intensive schedules, often running into evening sessions;
- b. A staff with a broad range of expertise, since executive perspectives and problem-solving cannot be characterized by any one academic discipline; and
- c. Substantial time spent in mentoring and counseling participants on an individual basis, so they can relate what is learned to their performance on the job.

The ratio of participants to faculty in the program at American University, for example, is nearly one to one. Other programs are run with a small permanent staff and with many outside speakers. The major determinant appears to be how much teaching is done by the staff.

Comparative costs are difficult to evaluate since many programs have hidden overheads, but a few examples might give some perspective. An expenditure of \$50,000 for external training would enable the Agency to enroll either of the following: four candidates in a thirteen-week, intensive program at Harvard; five candidates in a two-year part-time degree program at American University; eight candidates in a seven-week program at the Federal Executive Institute in Charlottesville, Va.; or twenty-five in George Washington University's six-week, part-time program. Or the Agency could enroll eight in the OPM certification program, a two-year, part-time program in which candidates remain in their current jobs.

Increasingly, the training units are working to prepare training opportunities which meet the OPM criteria for executive development, but at a lower cost in time and money than the more prestigious programs. OPM's premier program—the Education for Public Management Program—has been cut to one-fifth the enrollment it had in the 1970's. Harvard has been unable to fill its quota of participants for the thirteen-week course. State and the Federal Executive Institute are designing new, shorter courses, partly in response to client requests for more flexibility, but also in response to budgetary stringencies.

The universities see a ready market for executive training resulting from the new OPM certification guidelines and are packaging agency-specific programs in a variety of lengths and formats. These are designed to fill in competency areas which on-the-job experience and developmental assignments miss. Developmental assignments, mentoring and use of program alumni as instructors are variously used to keep costs down. Although some believe the value and prestige of a program are directly proportional to its length and cost, on balance, it seems that cost alone is not an adequate measure of utility. In fact, we came across some less ambitious undertakings which were quite good. Moreover, many developmental objectives can be attained through carefully selected rotational and developmental assignments designed to provide for future organizational and individual growth.

### Role of Training

The emphasis placed on training in executive development programs varies. Although our focus was primarily on the training programs, one of our principal areas of concern was how training was integrated into the overall program. Most programs were designed to meet the minimum OPM guidelines and to provide future executives a window on the activities of the rest of the government. There is usually an attempt to strike a balance between developmental assignments and training, with each making an input relative to the perceived organizational and individual needs. Many agencies share our problem of receiving candidates who have followed a narrow track of professional growth "a mile high and an inch wide" in experience.

The most highly-regarded programs such as those at IRS, Navy, and GAO were those with specific guidance and support from the highest levels of the organization and in which there was a systematic direction of assignments and efficient integration of training opportunities for officers on the threshold of the Senior Executive Service. This success is in part attributable to the personal involvement of senior line managers in the selection of candidates and the mentoring of their progress. These responsibilities are not relegated to senior officials within the components nor are they left to staff and personnel officers. Training in these programs is used to meet specific organizational needs and to help correct individual deficits in knowledge and experience.

## TRAINING PROGRAMS

<u>CODE</u>	<u>Organization</u>	<u>Length</u>	<u>Program Title</u>
AU	American University	20 mos. (PT)	Key Executive Program
DIC	Defense Intelligence College	8 wks. (PT)	National Senior Intelligence Program
FEI	Federal Executive Institute	7 wks. (FT)	Senior Executive Education Program
	FEI	3 wks. (FT)	Executive Leadership & Management Program
GAO	General Accounting Office	18 mos. (FT)	Executive Candidate Development Program
GWU	George Washington University	6 wks. (PT)	Contemporary Executive Development
HAR1	Kennedy School of Government, Harvard	13 wks. (FT)	Program for Senior Executive Fellows
HAR2	Kennedy School of Business, Harvard	3 wks. (FT) Summer only	Program for Senior Managers in Government
HAR3	Kennedy School of Government	10 days (FT)	Executive Program in National & International Security
	Internal Revenue Service	6 mos. 7 wks classroom	Executive Development
MIT	Sloan School of Management, MIT	9 wks. (FT)	Program for Senior Executives
NDU1	Institute of Higher Defense Studies, National Defense Univ.	11 wks. (FT)	Institute of Higher Defense Studies
NDU2	Industrial College of the Armed Forces, National War College, National Defense University	10 mos. (FT) 10 mos. (FT)	ICAF National War College
NSA	National Security Agency	7 wks. (FT)	National Cryptologic Executive Development Program (Tiers II & III)
OPM	Office of Personnel Management	2 yrs. (PT)	SES Candidate Development Program

<b>FSI1</b>	<b>Foreign Service Institute, State Dept.</b>	<b>10 mos. (FT)</b>	<b>Executive Seminar in National &amp; International Affairs</b>
<b>FSI2</b>	<b>FSI</b>	<b>5 wks. 3 @ FEI, 2 @ FSI</b>	<b>Senior Officer Threshold Training</b>
<b>USC</b>	<b>University of Southern California</b>	<b>20 mos. (PT) (MPA &amp; DPA)</b>	<b>Graduate Studies in Public Administration</b>



EXECUTIVE DEVELOPMENT SURVEY  
SUBJECTS COVERED

SUBJECT	TOTAL	AU	DIC	FEI1	GAO	GWU	HAR1	HAR2	HAR3	MIT	NDU1	NDU2	NSA	OPM	FSI1	FSI2	USC
EXECUTIVE																	
Leadership	5	✓		✓		✓							✓		✓		
Management	1	✓				✓											
Styles/Skills	6	✓		✓		✓	✓		✓							✓	
Perspectives	4		✓	✓								✓	✓				
Environment	4			✓			✓		✓						✓		
Professional	2							✓				✓					
Conceptualization	1			✓								✓					
Roles	2					✓									✓		
Self-Assessment	4			✓										✓		✓	✓
ORGANIZATION																	
Environment/Culture	9			✓		✓	✓	✓	✓	✓				✓	✓		
Development	4				✓	✓	✓							✓			✓
Internal/External	7				✓	✓	✓	✓	✓	✓			✓	✓			
Liaison	4					✓		✓	✓				✓	✓	✓		
Constraints	2					✓		✓							✓		
MANAGEMENT																	
Budgeting/Planning	7	✓	✓	✓		✓						✓				✓	✓
Program Eval. & Dev.	6	✓		✓		✓	✓					✓					✓
Resource Allocation	7		✓			✓		✓	✓		✓	✓			✓	✓	✓
Human Resource Dev.	5	✓						✓	✓		✓				✓	✓	✓
Decisionmaking	3				✓					✓				✓	✓		✓
Stress Management	3									✓			✓		✓	✓	
Accountability/Perf.	3			✓		✓		✓		✓			✓		✓		
Systems	5			✓			✓					✓	✓				✓
POLITICS/POLICY																	
Policy Process	18	✓		✓			✓	✓	✓	✓				✓	✓	✓	✓
National Security	7		✓	✓		✓					✓			✓	✓	✓	✓
International Sit.	5		✓								✓				✓	✓	✓
Economics	7						✓	✓	✓	✓			✓		✓	✓	✓
Ethics/Law	5	✓				✓		✓					✓		✓	✓	
Defense	5		✓								✓		✓		✓	✓	
Administration	10			✓		✓	✓	✓	✓				✓	✓	✓	✓	✓
HUMAN FACTORS																	
Counseling	1					✓											
Motivating	1					✓											
Communication Skills	4			✓	✓	✓	✓						✓		✓		
Managing Time	3					✓						✓	✓				
Adaptability	1				✓												
Conflict Resolution	2					✓	✓										
Styles/Conduct	4			✓	✓			✓									✓
TECHNOLOGY																	
Office Technology (s)	2					✓							✓		✓		
Decision Analysis	1												✓				
Information Systems	2					✓							✓				
OTHER																	
History	2							✓							✓		
Media Relations	3							✓					✓		✓		

DD/A Registry
83-0706/2

OTE 83-6039

25

DD/A REGISTRY  
FILE: 18-2

MEMORANDUM FOR: Executive Director

VIA: Deputy Director of Administration

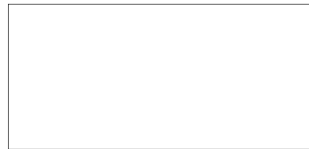
FROM:   
Director of Training and Education

25X1

SUBJECT: Executive Development Conference Report

1. A report of the Center for the Study of Intelligence Conference on Executive Development in the CIA is forwarded for your information. This Conference was part of an on-going effort by the Office of Training and Education to identify the Agency's requirements for executive development programs and to design training programs appropriate to these needs.

2. As you are aware, an early draft of this report was circulated to the deputy directors. Major additions, including a section on training, are in this final document. We plan to interview senior Agency managers to discuss the implications for training that were raised during this conference.



25X1

Attachment: a/s

Distribution:

- Orig & 1 - Adse (w/att)
- 1 - ER (w/att)
- X - DDA (w/att)
- 1 - DTE (w/att)
- 1 - OTE Reg (w/o att)
- 1 - PD Files (w/o att)
- 1 - PD/SODC Files (w/att)

OTE/PD/SODC  jfs (21 Apr 83)

25X1

DOWNGRADE TO UNCLASSIFIED  
UPON REMOVAL OF ATTACHMENT

CONFIDENTIAL

# ROUTING AND TRANSMITTAL SLIP

Date

TO: (Name, office symbol, room number, building, Agency/Post)	Initials	Date
1. EXO/DDA 7D18 HQS	<i>[Signature]</i>	26 APR 1983
2. ADDA	<i>[Signature]</i>	27 APR 1983
3. DDA	<i>[Signature]</i>	28 APR 1983
4.		
5.		

Action	File	Note and Return
Approval	For Clearance	Per Conversation
As Requested	For Correction	Prepare Reply
Circulate	For Your Information	See Me
Comment	Investigate	Signature
Coordination	Justify	

REMARKS

DO NOT use this form as a RECORD of approvals, concurrences, disposals, clearances, and similar actions

FROM: (Name, org. symbol, Agency/Post)	Room No.—Bldg.
DTE	1026 C of C
	Phone No.

5041-102

OPTIONAL FORM 41 (Rev. 7-76)  
Prescribed by GSA  
FPMR (41 CFR) 101-11.206

**CONFIDENTIAL DD/A REGISTRY**

FILE

12-2

DD/A Registry				
SUBJECT: (Optional)				
FROM:	BY/DATE	REVISION	NO.	DATE
	1026 CofC		83-0706/1	1 April 1983
TO: (Officer designation, room number, and building)	DATE	REVISION	NO.	DATE
1. EDD/IDA 7IDA Hqs	5 APR 1983	122		
2.				
3. ADDA	7 APR 1983			
4. DEA	8 APR 1983			
5.				
6.				
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15.				

COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)

Attached is a draft of the report on the CSI conference on executive development in the CIA. I think the report raises some important points that should be addressed by top management.

Please note that this draft is being sent to the participants for their review after which it will be given an official distribution. At this stage, I would appreciate it if you would not route this report outside of the O-IDA.

25X1

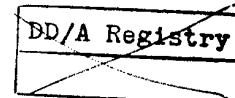
25X1

25X1

FORM 610 1-79

**CONFIDENTIAL**


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MEMORANDUM FOR:

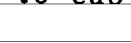
FROM:

25X1

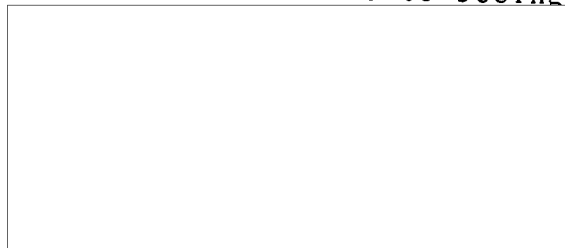
  
Chairman, Senior Officer Development Course  
Professional Development, OTE

SUBJECT:

Conference Report on Executive Development in  
the CIA

1. Attached is a draft of the conference report for the Center for the Studies of Intelligence-sponsored Conference of Executive Development in the CIA. George Allen and I have tried to capture the major points of your discussions from our sessions  on 16-17 March. Please review the draft and send us written suggestions for changes. 25X1

2. We plan to hold a wrap-up session of the conference, Friday, 8 April in room 1001 Chamber of Commerce Building. The session will start at 1300 hours and run until close of business. Please park the west side lot in reserve space numbers 65 through 77 ONLY, with the overflow in unnumbered spaces. We would like to focus during this session on the role of training in an executive development program. We look forward to seeing you on the 8th. 25X1



Attachment:

- 1 - Draft Report
- 2 - List of Conferees

Downgrade to Unclassified  
upon removal of Attachments

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**Page Denied**

Next 19 Page(s) In Document Denied

~~CONFIDENTIAL~~

8 March 1983

MEMORANDUM FOR: (See Distribution)

FROM : [redacted] 25X1  
Director, Center for the Study of Intelligence

SUBJECT : Conference on Executive Development

1. Here is further information of the Center's Conference on Executive Development to be held [redacted] 16-17 March. 25X1

2. This conference is an outgrowth on frequently raised concern about the way the Agency prepares its mid-level managers for more senior positions. This concern, evident at several career levels and in most components, appears to have been heightened by uncertainties about the impact of potential changes in the Federal retirement system. Even without these uncertainties, the mobility generated by a high rate of Agency management turnover and the prospect for growth in the next few years make consideration of executive development timely.

3. We hope at this conference to focus the attention of carefully selected officers, with differing career development patterns and training experience, on the issue of executive development. Through a combination of presentations, small group discussions and plenary exchanges, we hope to elicit from the participants their views on the skills, qualities, and attributes that mark the effective Agency executive and ways in which these characteristics can be developed in prospective managers. The proceedings of the conference will be synthesized in a CSI Conference Report which will be circulated to senior Agency officials.

4. Questions concerning the conference should be directed to the conference coordinator, [redacted] Administrative arrangements (including transportation) are being coordinated by [redacted] also on [redacted]. 25X1  
225X1

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5. We look forward to seeing you  and hearing  
your thoughts on executive development.

25X1

25X1

25X1

-2-  
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## AGENDA

### CSI CONFERENCE ON EXECUTIVE DEVELOPMENT

#### 16 MARCH

AM

Conferees arrive

25X1

Presentation and discussion: CIA's Senior Officer Development Plan (SODP) and the Senior Intelligence Service (SIS).

1200

Lunch

PM

Discussion: Qualities, skills and attributes of successful CIA Executives

Discussion: Conferees share their developmental experiences

1730

Dinner

1900

Presentation and Discussion: Organizational growth and executive development in the public service. Guest speaker: , Chairman of the School for Public Administration, Virginia Commonwealth University; Director of the Virginia Executive Institute; and former Director of the Federal Executive Institute at Charlottesville.

25X1

#### 17 MARCH

AM

Discussion: Conceptual principles for executive development in CIA

Discussion: Specific options for developing CIA executives

1200

Lunch

PM

Discussion: The role of training in developing CIA executives

1500

Conferees depart

25X1

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**Page Denied**